Islamic Boarding School Journalism As a Way of Strengthening Literacy Culture

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Abstract. Islamic boarding schools (pesantren) can be a locus of change concerning technology and journalism. Values and traditions in pesantren are a challenge in the practice of internalising a new culture. This study aims to formulate a pattern of internalisation in journalistic literacy culture based on local wisdom. The research method used is descriptive qualitative with a constructivism paradigm. Data collection techniques used in-depth interviews, observations, and literature reviews. The purposive sampling technique resulted in three informants related to journalistic activities at Darul Ulum Islamic Boarding School Banyuanyar Pamekasan. The methods of data analysis used are based on Miles and Huberman. The study results showed that the internalisation of literacy culture used traditional methods by extracting the value of journalistic literacy and applying it to make Islamic religious students (santri) cadres maintain journalistic values. There is also a categorisation of journalistic literacy skills. The internalisation of journalistic literacy culture started from developing wall magazines, Ikhwan magazines, online journalism forums, namely Forum Lingkar Pena (FLP), journalistic training, and alumni networks. Meanwhile, the study's recommendation is to develop a pattern of internalisation for journalistic literacy culture based on local values (local wisdom).

Keywords: journalism, islamic boarding school, literacy culture, local wisdom

INTRODUCTION

Pesantren is one of the fields in the learning system that needs attention to explore journalistic skills. Permana (2019) explained at least five urgencies the importance of journalism among santri. First of all, only large pesantren have the awareness to develop santri journalism (Ritonga, 2021; Zaki et al., 2020). Second, the lack of community networks in pesantren with mass media practitioners makes the talents of santri in writing unchanneled properly (Solichin, 2018; Widiansyah., & Mukhtar, 2019). Third, through the journalism program, the santri are expected to be brilliant writing (Mahmudah & Yahya, 2019; Fernández García, 2021). Fourth, the development of digital print media makes it easier to access the media without limited space and time (Saragih., & Harahap, 2020). Fifth, disseminating information optimises the community (Wazis et al., 2020).

Starting now, the enhancement of collaboration between Kiai (Islamic religious teacher) and santri in journalism be a benchmark. Moreover, the optimisation of journalism can also impact professionals for santri. According to Asough (2012), the digital era has given rise to social networking sites that can be used as the primary information medium. Thomas et al. (2018) said that this media had taken high wire actions to engage the audiences. Based on that argument, this phenomenon also occurs in Darul Ulum Banyuanyar Islamic

Boarding School, where this place has several literacy products that can bind its santri. The products of literacy are related to the values of journalism. For instance, print media such as bulletin engage the santri into journalism values. The mean of journalism for pesantren is narrowly a publication in print (Wahidin, 2018; Eddyono et al., 2019). The development of digital journalism and social media has required it to have writing, photography, and multimedia skills. Evans et al. (2018) mentioned the skills that must be mastered by journalists skill. Insights into media business concepts have recently become a trend because online news portals are emerging rapidly (Sherwood. & O'Donnell, 2018). Journalism is persistence (Luwi, 2011) and an agent of a chance to provide a good community (Yoni et al., 2017).

Meanwhile, literacy is a supporting component of journalism, which is the ability to think and survive. Maskur (2019) explained that literacy is a medium for individuals to interact with their social environment, especially concerning their writing skills. Reading is not only about reciting but also around visual activities, thinking, psycholinguistics, and metacognitive activities. Writing is a painting of graphic symbols. Therefore, it can be concluded that literacy is a person's ability to read and write (Lizamudin Ma'mur., 2011).

The previous study of the pattern of journalistic training was on increasing the motivation of santri by Desmawati (2017). Meanwhile, it helps to construct the power of cultural literacy in boarding schools Maskur (2019) and also classifying and segmentation (Tabri, 2019) and local content (Alfani, 2020). Furthermore, it also provides community strengthening (Setiyaningsih, 2016) and reference media functions (Setiyaningsih et al., 2020).

The research novelty underlines the Islamic boarding school digitalisation model in increasing the professionalism of santri based on journalism literacy. In particular, this improvement lies in the field of journalism in the pesantren environment based on local wisdom values. The emergence of this newness adds several models that already emphasise several factors, as mentioned above. The result that in this study, the focus is more on the combination of digitisation, literacy and local values in Islamic boarding schools. Generally, pesantren journalism emphasises the Islamic approach and maintains values in its implementation. This study focuses pattern of empowerment of the journalism concept in a pesantren environment in Darul Ulum Banyuanyar Islamic Boarding School. The research objectives are to know how pesantren uses journalistic to enhance cultural literacy and the effect and passion of journalism that correlate with the profession. This study will analyse the existence of journalism in boarding schools with a high culture of literacy among santri. In addition, the researcher also associates the value of local wisdom with the boarding school itself.

METHOD

This study uses qualitative descriptive methods through data collection on a natural background, using natural methods based on the philosophy of post-positivism. The researcher is the critical instrument (Sugiyono, 2017). Furthermore, it is carried out by people or researchers interested in nature, and also the data collection techniques are carried out by triangulation (Moleong, 2014). Meanwhile, the study approach used is constructivist; the results of this study provide pattern recommendations to answer field problems. This study will occur at Darul Ulum Banyuanyar Islamic Boarding School Pamekasan Regency, Madura, East Java Province. Meanwhile,
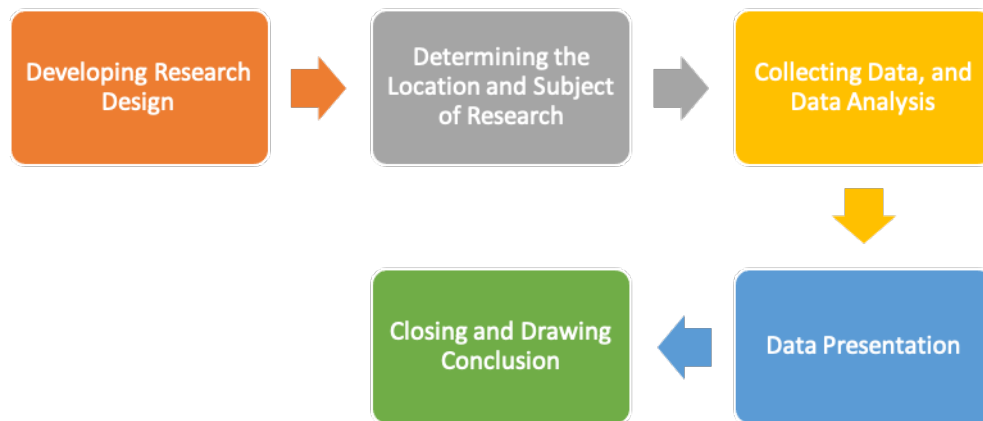
FIGURE 1. Research Stages (Sugiyono, 2017)

the research stages consist of preparing a research plan with literature study and observation, deciding the location and targeted subjects, collecting and analysing data, presenting data and concluding the research. The picture of the explanation can be accessed in Figure 1.

The data used in the study is collected through in-depth interviews, observations, and documentation. The data used in this study includes primary data from interviews with informants and secondary data from the results of observations and studies of literature and documents. Meanwhile, the sampling technique uses purposive sampling that determines the number of informants and assigns informants using criteria according to the research needs. The criteria of the selected informants are based on the provisions that the researcher has determined to be considered by their association with this study. The first criteria are students and teachers who have been involved in journalistic activities. Secondly, it is to have managed media in a pesantren. Then the last one is to have a minimum of one year of experience in journalistic activities. In this study, research informants were those who already fit the criteria made by the researcher to provide comprehensive information needed in this study. Three

informants were recruited: a library manager from the boarding school and two santri involved in journalistic activities. Data are analysed based on Miles and Huberman's data analysis method, including data collection, data reduction, data presentation, and conclusion withdrawal.

RESULT AND DISCUSSION
Journalistic Literacy in Boarding Schools

Literacy is an activity attached to providing education to the community for massive social change. Literacy has a relationship with media use; one of its implementations is in journalistic activities. Literacy is an awareness activity for the community by providing awareness to the community in terms of affection (feeling), cognitive (knowledge) to psychomotor (psychic management). Literacy activities include awareness of values and applying values to become cadres who maintain values. The implementation of literacy activities is carried out evenly and has become one of the government programs in Indonesia. However, some problems hinder literacy processes. The stages that have been implemented are limited to the awareness and application of values, not to being cadres maintaining literacy values. This

is evident from the activities carried out in research at Darul Ulum Islamic Boarding School located in Banyuanyar, Pamekasan Regency.

Journalistic literacy can be used as an entrance to building santri's awareness in Darul Ulum Islamic Boarding School. The primary purpose of journalistic literacy activities is to provide values to santri concerning journalistic knowledge and its application in boarding schools. Boarding schools are often rated as places that lack progress in accelerating changes. This condition is characterised since a boarding school is an appropriate locus surrounded by religious values and maintaining traditions. Consequently, most opinions say that new values will be challenging to enter into a boarding school environment. However, it is different from the journalistic literacy in Darul Ulum Islamic Boarding School. Literacy activities begin by providing journalistic literacy for santri. The manager of the pesantren realises that the ability to write and understand writing is a preliminary capital for santri to make changes and a skill.

The stages of Journalistic Literacy at this pesantren include the awareness of the value of journalistic literacy, the application of the value of journalistic literacy, and santri being a cadre who maintains journalistic value. Firstly, the pesantren environment is aware of the value of journalism to become a prominent supporter of success. Secondly, literacy values are applied and supported by the pesantren management and santri to make it easier to monitor and implement them. Thirdly, students become supervisors and actors in implementing literacy values. Finally, this activity makes the application of literacy easier and more enjoyable for the entire pesantren environment. It can be said that the literacy system in the pesantren has been well-formed.

The management of Darul Ulum Banyuanyar Islamic Boarding School itself is open-minded. The openness of thought has a good impact on the development of santri. Openness to the acceptance of the value of journalistic literacy is based on an assessment of the needs of santri in the future. Santri is projected to have skills in writing and managing writing. The santri in Darul Ulum Banyuanyar Islamic Boarding School is equipped with religious knowledge and soft skills such as writing and media literacy. Understanding media literacy does not only require writing skills but also values or understanding of the importance of understanding media (media literacy) to when writing santri can understand the social context and become more literate.

Students in the journalistic ecosystem are considered an information group. Therefore, in practice, santri must

FIGURE 2. Stages of Journalistic Literacy at Darul Ulum Islamic Boarding School Banyuanyar, Pamekasan (Research Data, 2021)

also have awareness and the ability to access information. An information group in the information technology era are ideally able to conduct literacy activities independently since it has become a group that is literate and able to spread values to influence and teach the public about the importance of literacy (Balčytienė., & Wadbring, 2017; Jones-Jang et al., 2021; Ku et al., 2019; Tully., & Vraga, 2018). In this condition, santri can also be considered an information society with the right to receive affirmations to improve its journalistic abilities. Furthermore, students have the right to have literacy skills as the initial basis for building journalistic professionalism.

In reality, implementing such activities is not easy to carry out. The biggest challenge of literacy activities in literacy groups is the characteristics of information groups that differ among places or regions. There is still no suitable model to answer this challenge. Therefore, this study tried to open up and discover methods of journalistic literacy located in pesantren. The openness of value in pesantren on journalistic literacy has taken place since 2000. It is proven from the result of interviews with the key informant, the Head of Darul Ulum Banyuanyar Islamic Boarding School Library, Mr Ahmad Imron. The development of journalistic literacy activities around 2000. However, it does not rule out the possibility before 2000 that it may have already occurred. This is proven by the existence of the Forum Lingkar Pena (FLP), a journalistic authorship organisation. FLP was formed in 2005, and it has risen year by year. Initially, it was only a study between alumni and members of the pesantren.

Nevertheless, today it has turned into an institution that provides opportunities to work professionally in journalism online. This journalism forum involves students, teachers and alumni from pesantren. Its activities always involve the three directly and impact the atmosphere of journalism learning. This forum provides an online space and a place to sharpen journalistic skills. Basically, it was not only to provide writing skills for santri but also to distribute the experience.

The first step of journalistic literacy activities in 2000 was the pesantren to provide media facilities for wall magazines. There was no guide at the beginning of journalistic literacy activities, only depending on the experience of teachers while attending school in the sense that there are no experts who guide or direct journalistic literacy activities. Therefore, at that time, this activity was like an activity to write the agenda of activities at the pesantren. The space and scope of the discussion are only to document the activities or celebrations that have been carried out in the neighbourhood of Darul Ulum Banyuanyar Islamic Boarding School, including the utilisation of facilities that no one can operate such as printing machines or printers, even though the ppesantren has provided the printer facilities. There is only one facility that is only located at the headquarters.

The limitations of these facilities do not dampen the spirit and activities of santri in a journalistic context. Santri participated in a competition or journalistic competition at Sidogiri Islamic Boarding School. With the initial ability to write poems and popular articles, activities are followed by involving each manager. The articles presented in the wall magazine come from diverse sources. The sources of presented articles include newspapers, magazines or the internet, but Most are from newspapers related to education, religion and sports. The involvement of pesantren administrators is also considered great support by the santri in managing wall magazines. The facilities such as newspapers and magazines are

provided by the manager of pesantren, including tools for printing, and media wall magazines are designed to facilitate these activities.

The initial awareness possessed by the manager of the pesantren brought changes in santri's behaviour to be more diligent in reading and writing. The centre of this journalistic literacy activity is in the library of Darul Ulum Banyuanyar Boarding School. Santri, categorised as the information group, has been positioned as a group that must develop ideas, creativity, and the ability to write and read to be transmitted to the next generation and society. The provision of this experience makes santri in Darul Ulum Banyuanyar Islamic Boarding School more self-helping since they have experience, that is, the experience in producing, distributing, and consuming messages. This matter notes that inside a pesantren, santri can also feel the experience from the outside by participating in competitions between pesantren. In addition, this experience forms a confident and robust mentality for santri to be able to survive in the community, primarily to communicate with the community so that their feedback is positive.

According to the Regulation of the Minister of Communication and Informatics of the Republic of Indonesia (2010), community information groups conceptually have a mission to develop, empower, facilitate, and dynamise information services for community members. It also refers to the regulation of Minister No. 08/PER/M. KOMINFO/6/2010 on Guidelines for the Development and Empowerment of Social Communication Institutions. An Information Group is a group formed by, from, and for the society which independently and creatively develops its activities to manage information and community management to increase values in the community. Therefore, santri as an informative group encourages the community to continue to be productive and informative in providing information services to the general public, especially in the Darul Ulum Banyuanyar Islamic Boarding School.

The essential skills that the information groups must possess in the journalism study are the insight of essential journalism, photography, and blogging. These skills must also be possessed by the Darul Ulum Banyuanyar Islamic Boarding School administrator. It aims to motivate santri to be active and do information empowerment on the broader society. The activities that Wiranti has done in the groups outside pesantren are using information media from websites, videos, and social media to face-to-face activities. Community Information Group (KIM) encourages society to adapt to cyberspace because the information is a primary need in this context. This adaptation is made through counselling and training.

When discussing literacy, it refers to the term literate, which is projected at the level of one's literacy; in other words, whether the person is literate or not. Literacy needs to be cultivated to shape a particular behaviour desired by society. Literacy skill has a positive effect on a literate person, whose cognitive and social capacities affect the quality of the interaction with society. Literacy is also related to a person's ability to understand the world and media to prevent the possibility of experiencing a decline in values in photographing a reality.

Journalism itself is related to journalism activities that can be interpreted as an art and craft with professional responsibilities that require journalists to see with a fresh eye each event to capture the unique aspects. So, the ultimate ability of journalism is to photograph reality and report it for the better, which

can be consumed passively by the public. However, the news must be fulfilled the element of 5W + 1H, although it is briefly delivered. As stated by the experts based on literacy, santri who write the news are categorised as literate because the conceptual understanding and practice are appropriate. This is also influenced by the experience of being a news article writer or journalist, which makes santri literate. Literacy experience is defined as a person's experience record in reading, writing, and digesting knowledge. This practice of journalism seems normative, but there is one element that is missed, namely the time or when. If one element is missing, then the information becomes incomplete.

By looking at the criteria of santri who are literate above, the journalistic training and the provision of the reportage skills should be given to increase the santri's capacity. These will bring santri's own experience. However, reportage is a journalistic activity in covering events in the field. Reporters report on what is seen on the ground. Reporters also provide additional information relevant to the ongoing events, for example, the background of events, intent and purpose, in what events are held, when they have been held, etc. The literacy culture to prevent unethical writing of journalistic works such as news cloning (Garini, 2018) is based on adherence to the journalistic code of ethics (Kertanegara, 2018). Therefore, santri need to be given literacy knowledge and skills in order to be able to carry out journalistic rules in their surrounding environment.

Journalistic activities have received a good response from the manager and Darul Ulum Banyuanyar Islamic Boarding School administrator. They opened the opportunity for all residents in the pesantren to participate in implementing journalistic literacy actively. Everyone who lives in the pesantren should transmit the value of journalistic literacy. This is sought to maintain the spirit of literacy and create an educational atmosphere based on social responsibility. The internal hierarchy still exists, but in the application of journalistic literacy, everyone has the same responsibility.
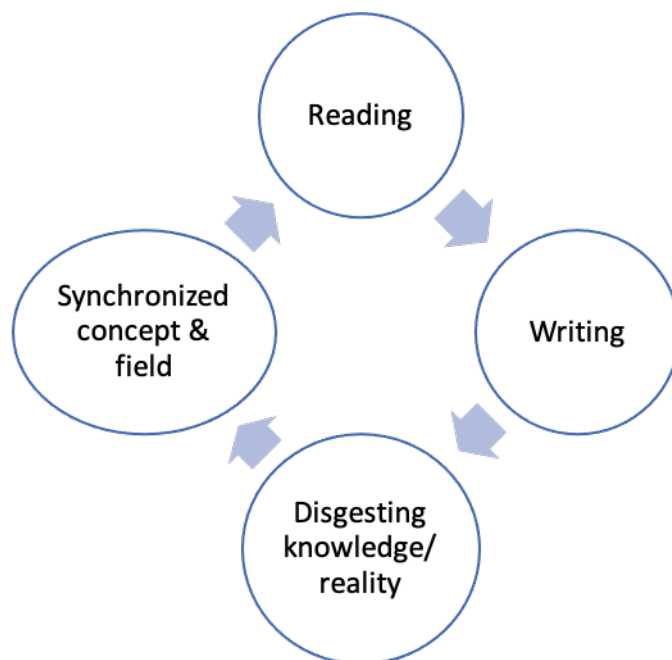

FIGURE 3. Category of Journalistic Literacy Ability at Darul Ulum Islamic Boarding School Banyuanyar, Pamekasan (Research Data, 2021)

Empowerment of Pesantren Journalism for Strengthening Literacy Culture Based on the Local Wisdom in Pesantren

The activity to synergise journalistic empowerment to form a literacy culture and develop the santri's profession has been carried out in Darul Ulum Banyuanyar Islamic Boarding School. This synergy has excellent support from all residents in pesantren so that it can be used as a fundamental provision in laying the value of understanding journalistic literacy. In other words, journalistic literacy is also considered an essential value that can be used to modernise reality and develop santri for their professional improvement activities. The head of the library has been conveyed as the primary informant, and a historical actor in the internal environment of Darul Ulum Banyuanyar Islamic Boarding School applies stages, ranging from managing wall magazines by utilising paper to being able to buy and utilise printers. The development of journalistic literacy occurred unexpectedly during the formation of an educational magazine run by santri and pesantren administrators.

Al Ikhwan magazine is a product of journalistic literacy in Darul Ulum Islamic Boarding School Pamekasan. The contributions made by all members in the pesantren made them reach 25 editions and became an example for the other pesantren in Madura. Magazines are used as a communication medium for pesantren in the internal and the external environments. This magazine is used to spread Islamic teachings, which are a blessing to the world. All residents in the pesantren have realised that preaching is done verbally and through print media such as magazines to help accelerate public understanding of Islamic values.

The content of Al Ikhwan magazine is consistent with the symbol of Islam, which is to work, be loyal, and be meaningful to society. Through this writing, pesantren becomes easier to apply both oral and written preachings. It aims to make preaching easily documented and remembered by the general public. In other words, such preaching uses the basic principles of journalism. The intended values of journalism include presenting facts in a balanced and impartial manner, adhering to journalism ethics, and having social responsibility in writing. In the long term, this magazine will be projected as a medium for the people who are not only around the pesantren and Madura but also outside Madura. Great alumni support also creates opportunities for the published books on authorship, namely Uswatun Hasanah, Ruqoyyah, and Choirul Umam. This affects the development of journalism in the pesantren and increases its influence outside the pesantren.

The content of Al Ikhwan magazine shows development and change for the better. For example, at the beginning of the publication, when and where to make news is not valuable, and that element can be judged whether the news is actual or factual. Although, there is no intentional element to negate the element that results in being suspected as hoax news. Therefore, the importance of the news element makes information have value. Over time, the learning process is done to improve the magazine's content. Moreover, an authentication check is also done so that the value or message conveyed through the news in the magazine reaches the reader correctly and adequately. The ultimate goal of the publication of this magazine is to provide education and da'wah (Islamic preaching) so that the value of Islam is maintained in the community.

Empowerment of literacy in the pesantren environment above takes a long time, starting from 2000 to about 21 years. After the pattern of empowerment, changes were created in the pesantren

environment. This supports the formation of a more concrete literacy culture. In the santri environment, there is a reading culture and a writing culture. Increasing interest in reading becomes a new trend in pesantren. For example, the interest in the pesantren library is much improved to the extent that other activities at the time of dzuhur (mid-day) are expended only for reading books and borrowing books. Therefore, the manager of the pesantren has provided excellent and comfortable facilities to santri. The library also has routine activities, namely journalistic training. Viewed from the existence of many journalistic activities in pesantren, it can be said that the production of journalism is outstanding. It can be concluded that journalistic products are many and have good quality in the form of FLP and Al Ikhwan.

The phenomenon was responded to as the result of a superior journalistic product from Pesantren Darul Ulum Banyuanyar Pamekasan Islamic Boarding School. In addition to these two products, there is "Pakar Revolution", an organisation that also has magazines published in other institutions. For example, the OSIS (student council) has developed in journalism. However, the journalistic center at Darul Ulum Banyuanyar Pamekasan Islamic Boarding School is Al Ikhwan magazine. Therefore, this magazine must be developed and maintained so that the spirit of struggle and da'wah is also maintained.

In the current era of technology and information, an educational institution cannot help but utilise the media for the internal or external interests of the institution. Knowledge and Technology are introduced in the activities for all pesantren residents. Empowerment activities are intended to enrich the ability to convey information through the skills in conducting journalistic activities. This training is organised against the background of the importance of knowledge regarding media journalistic writing techniques. These abilities and skills are expected to be disseminated to the local community (family environment) not to be affected by harmful media content. In addition, the skills of managing online media obtained can also be transmitted to other communities to utilise online media for
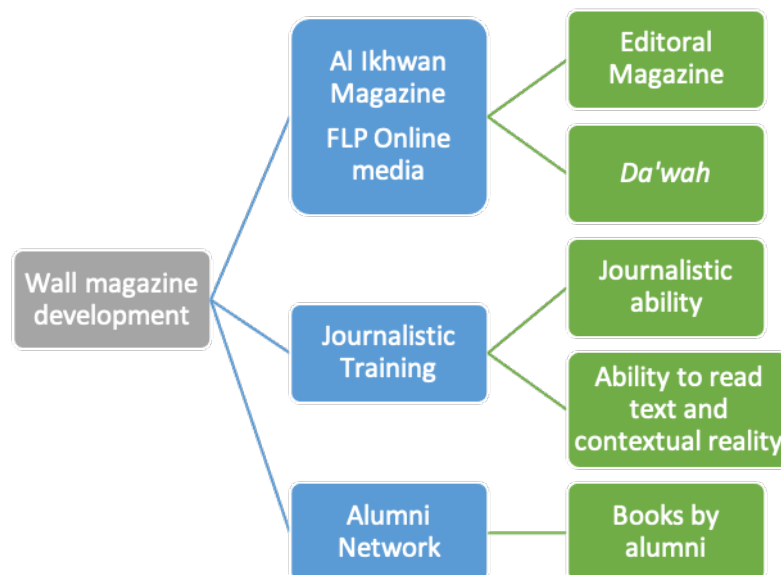

FIGURE 4. The Process of Forming a Culture of Journalistic Literacy at Darul Ulum Islamic Boarding School Banyuanyar Pamekasan (Research Data, 2021)

positive activities.

The provision of media literacy knowledge and skills (news writing skills and managing media) is expected to increase capacity. To understand journalistic literacy, it is necessary to learn and practice reportage, writing, and media production activities. All these activities have been carried out by the Darul Ulum Banyuanyar Pamekasan Islamic Boarding School manager. However, one activity has not been done, which is the use of online media to support journalistic products. A great opportunity will be created if the combination of journalistic ability with the use of online media, thus making it easier to widespread. It is also cost-friendly for production. Maximum utilisation is an obstacle; however, the pesantren strives optimally to develop its online media.

Entering the era of information technology, there are many dynamic changes inside and outside the pesantren. To answer these challenges, literacy culture alone is not enough because it must synergise with the profession's development. Santri is not left alone to be human beings who only accept and use the media left behind. However, santri are also challenged to have digital information capabilities. Therefore, the pesantren manager provides the debriefing with journalistic training whose level is improved in online journalism and digital literacy so that a new online media is formed by Darul Ulum Banyuanyar Pamekasan Islamic Boarding School.

Online media work is still gradual, but the echo is already vast. Darul Ulum Islamic Boarding School has a website banyuanyar.net containing articles from Al Ikhwan magazine and articles written by santri. Santri write articles; the manager edits and posts them on the website. This is a part of the digitalisation where santri writes while the manager publishes in the pesantren media. However, the main obstacle is in the pesantren where santri are not allowed to bring laptops and mobile phones. Therefore, to link the activity, the pesantren discussed the pesantren regulations, such as not holding mobile phones, social media, etc. It becomes the manager's job to hold weekly discussions about essential topics. The manager can filter the information so as not to give lies to santri and can hold discussions with the santri. Therefore, the santri can pour their minds into the form of writing combined with information obtained from books that have been read.

The digitalisation of pesantren and the establishment of the profession is a synergy of final activities to form a pesantren atmosphere to be more conducive to learning and realising the ideals of santri. The basic skills mentioned above have opened the entrance and made santri more varied in having job prospects. In the teachings in the pesantren, the last bastion of Muslims is pesantren. This makes it very appropriate if the pesantren becomes an environment that provides the value of social change for its santri. To respond to issues that are not true, it must be fought by writing accompanied by santri's filtering ability to be able to create an information shield. Thus, information that negatively impacts the people in Indonesia can be avoided. Its development efforts are not only for conventional journalists but also have entered online platforms. There are many media teams, and there is the development of digitalisation by documenting pesantren activities which are then posted on the pesantren media where the santri are involved.

In other words, to synergise the two elements above, a pesantren lays the basis of journalism for all santri through extracurricular activities. This is projected to be knowledge that brings santri to be independent and able to create their job prospects. Santri can utilise

journalistic skills to enter the national and international media worlds to compete with various parties. Therefore, this ability becomes an essential ability possessed by all santri who live in Darul Ulum Banyuanyar Islamic Boarding School, Pamekasan.

Darul Ulum Islamic Boarding School Banyuanyar Pamekasan has the concept of digital pesantren. However, it is not as easy as imagined to realise these concepts and models. The existing pesantren regulations prohibit the santri bringing mobile phones and laptops into the pesantren environment. Therefore, the intended digitalisation cannot be achieved comprehensively. The pesantren remains on combining conventional activities such as group discussions to find inspiration and write news articles. In other words, this activity uses communication involving gatekeepers and filters.

According to Sitompul & Akbari (2021) research, collaborative news contains elements of content and audience commodification. Whereas, for media content management, santri are involved by holding group discussions to write news articles and some scientific writing. However, in online media production, the santri are only involved to a limited extent. Website management and editing are carried out by the pesantren administrators who have internet access and media. This is a way to maintain tradition and apply the value of digitalisation in the pesantren environment. The point is that a pesantren is not eroded by modernism and does not erode the values and traditions of pesantren.

Nevertheless, activities to combine literacy culture and journalistic ability can be internalised among santri. This is evident from the desire of santri, who learn journalistic skills, both using conventional and online platforms. Senior santri are tasked to manage websites or equipment related to online media when they have graduated and become teachers in the neighbourhood of Darul Ulum Banyuanyar Pamekasan Islamic Boarding School. The basic principle is to plant a kind of superior seedling in the world of literacy from the beginning. This is very

FIGURE 5. Digitalisation of Boarding School and Professional Development of Santri in Darul Ulum Islamic Boarding School Banyuanyar Pamekasan (Research Data, 2021)

important considering that digitalisation is necessary for current society.

CONCLUSION

To conclude, the Darul Ulum Islamic boarding school in Banyuanyar Pamekasan has become a centre for internalising literacy culture. The method used combines traditional methods involving Kiai with modern methods using social media. In realising a literacy culture in the pesantren environment, categorisation activities are needed on journalistic literacy skills—Islamic boarding school journalistic literacy model towards students' professionalism. The recommendation of this research is to develop a model of internalisation of journalistic literacy culture based on digitalisation and local wisdom. Internalisation steps include digitising Islamic boarding schools and developing the journalistic profession. Developing the above method requires the involvement of alumni and various social networks and mass media. It means that the ecosystem for cultural literacy can be appropriately maintained. The journalism development at the Banyuanyar Islamic Boarding School is relatively high compared to other Islamic Boarding Schools in Madura. Many journalistic products there can be felt by internal parties and even outside Islamic boarding schools through strengthening local literacy culture. In the future, the management of Islamic boarding schools can be more progressive in providing journalistic training to students following the development of the digitalisation era. So that this impacts the output of journalistic work for the santri in this pesantren.

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